



COLORADO
Department of Education

2023-2024 READ Act Budget Submission

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Print Application

1150 - FREMONT RE-2

READ Funding Allocations

Prior Year Funding Allocation and Carryover

READ Funding allocated from the 2022-2023 School Year

Please use your FY2022-2023 allocation amount to project your budget amounts for FY2023-2024.

Allocation: **\$59,106**

Prior Year Carryover:

If applicable, please enter the amount of READ funds from the 2022-2023 school year that your LEP plans to use in the 2023-2024 school year.

NOTE: An LEP may retain up to fifteen percent of the amount of per-pupil intervention money it received in a budget year in the next budget year.

\$	2822.7	.00
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Total Funds Available: **\$61,929**

Accept or Decline Funding

Accept or Decline 2023-2024 READ Funding

☒ We **accept** FY2023-2024 READ Act Funding

☐ We **decline** FY2023-2024 READ Act Funding *

LEP Budget Explanation

Instructions: Select the ways in which you plan to use READ Act funds in the upcoming budget year. For each question, if Yes is selected, a narrative box will populate which must be completed. In order to submit your budget, all assurances must be reviewed and agreed upon, all boxes must be checked and all narratives must be complete.

In using the per-pupil intervention money distributed pursuant to the READ Act, each LEP shall ensure that some type of intervention, as described in the allowable activities below, is available to each student who is identified as having a significant reading deficiency (SRD) and who is enrolled in kindergarten through third grade in a school operated by the LEP.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Questions and Assurances

READ Act funds will be used to operate a Summer School Literacy Program

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

- ☐ The summer school literacy program services only students enrolled in K-3 who have an SRD or students below grade level if space is available
- ☐ The summer school literacy program will use scientifically based or evidence based instructional programming in reading that:
 - Has been proven to accelerate student reading progress and;
 - Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension and;
 - Includes scientifically based and reliable assessments and;
 - Provides initial and ongoing analysis of student progress in attaining reading competency

READ Act funds will be used to purchase a core reading instructional program that is included on the Advisory List of instructional programming in reading

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

READ Act funds will be used to purchase a supplemental instructional program that is included on the Advisory List of instructional programming in reading

☐ Yes ☐ No

READ Act funds will be used to purchase tutoring services focused on increasing students' foundational reading skills

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

☐ The tutoring service is focused on increasing students' foundational reading skills of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension for students who receive instructional services pursuant to READ plans

READ Act funds will be used to purchase from a BOCES the services of a reading specialist or reading interventionist who is trained in the science of reading and in teaching the foundational reading skills

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

READ Act funds will be used to provide other targeted, evidence-based or scientifically based intervention services to students who are receiving instructional services, which services are approved by the department

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Fremont RE2 will use funds to provide targeted, evidence, and scientifically-based interventions in each of our two elementary schools (Fremont Elementary and Penrose Elementary). Penrose Elementary, a CDE-identified Priority improvement school, will receive funds for 1/2 of the Reading Interventionist who has been trained in evidence-based reading practices (the other .5 of her salary will be allocated to the general fund). Fremont Elementary, a CDE Identified, Performance school, will receive funds for 1/4 of a Reading Interventionist who has been trained in evidence-based reading practices. Both individuals will have the primary responsibility of supplementing core academic instruction with CDE-approved interventions for students in the primary grades. At EOY 2023, 24% of our K-3 students are identified as having a Significant Reading Deficiency according to DIBELS data. An additional 20% of K-3 students are below the benchmark at EOY on DIBELS data. If we utilize our approved programming (CR Success, Hegarty, SIPPS, etc) we will see a decrease in SRD and below-benchmark students and an increase in benchmark and above students.

READ funds will be used to hire a reading interventionist to provide services which are approved by the department

☒ Yes ☐ No

READ Act funds will be used to provide technology, including software, which is included on the Advisory List of instructional programming in reading and supporting technologies which may include providing professional development in the effective use of the technology or software

☐ Yes ☒ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

READ Act funds will be used to provide professional development programming to support educators in teaching reading. Professional development programming may include hiring a reading coach who is trained in teaching the foundational reading skills to provide job-embedded, ongoing professional development

☒ Yes ☐ No

If YES, provide a brief description to explain and justify this planned READ Act expenditure and how it will improve student reading outcomes. The narrative should address:

- a. identified problem(s) based on READ Act-relevant data;
- b. details of the planned allowable activity(ies) including name program(s);
- c. expected outcomes and/or goals

Narrative should not exceed 250 words.

Like most rural schools across Colorado, we are experiencing a shortfall in highly qualified teacher candidates. We expect numerous teachers to be apprentices, on emergency licenses, alternative licenses, etc. One of the most impactful ways we can utilize READ funds is to ensure all teachers working with our elementary students are trained in evidence-based reading practices. As a district we expect our staff to complete the Reading Teacher's Top Ten Tools. We are aware of other free programming. However, if we use our common core curriculum (INTO Reading) and use common, CDE-approved supplemental resources, and CDE-approved intervention programs, it only stands to reason we would want common reading training to ensure common language and common practices across grade levels and schools. Therefore, we utilize Reading Teacher's Top Ten Tools as an additional means for providing Professional Development that is common to all K-3 teachers despite the program they complete the

READ ACT training. Vertical and horizontal alignment should result in a decrease in students with a Significant Reading Deficiency.

Are there district authorized charter schools in your district who have refused READ Act funds in the 2022-2023 school year?

☐ Yes ☒ No

Are there district authorized charter schools in your district who will refuse READ Act funds in the 2023-2024 school year?

☐ Yes ☒ No

Does the district have a system that ensures district authorized charter schools do not receive READ Act Funds?

☒ Yes ☐ No

If YES, please provide a narrative explanation with the following details:

- The system in place to ensure district authorized charter schools do not receive READ Act funds.
- The names of each charter school declining READ Act Funds.

We do not have any charter schools or private preschools in our district boundaries.

Note: At least one "YES" response is required on this page. Most Yes responses also require a narrative description.

Budget Details

Budget Request

Using the "Add Allowable Activities" button below, create a budget request.

For each allowable activity in the budget:

- Select each allowable activity your LEP plans to use READ Act funds for in the upcoming budget year. Ensure that each allowable activity is aligned with the allowable uses of READ funds as required in statute.
- Select each of the instructional program(s) from the drop-down list provided that your LEP plans to use in the upcoming budget year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box
- Input the amount requested, the associated program and object codes, and fiscal year. Input the salary position and FTE amount, if applicable.
- Ensure that budgeted costs are clearly tied to the allowable activity and are calculated with detail in the "description of activity" field.

ID Ref	Allowable Activity	Instructional Program	Program Code	Object Code	Salary Position	FTE	Description of Activity	Requested Amount
59	Other Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.50	.5 FTE to conduct reading intervention groups at Penrose Elementary School using state-approved intervention programs: SIPPS, CR Success, SPIRE, and Lexia.	\$31,997.00
60	Other Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for line 59	\$9,783.00
66	Other Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0100 Salaries	222 Reading Interventionist	0.25	.25 FTE to conduct reading intervention groups at Fremont Elementary School using state-approved intervention programs: SIPPS, CR Success, SPIRE, and Lexia.	\$9,750.00
67	Other Services	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0200 Employee Benefits	222 Reading Interventionist	0.00	Benefits for line 66	\$3,464.00

68	PD Programming	Into Reading (2020) (Core Program)	Instructional Program (0010-2000)	0300 Purchased Professional & Technical Services		All of our elementary teachers, elementary Title paras, elementary interventionists, elementary special education teachers, and elementary administrators are expected to complete the Reading Teacher's Top Ten Tools. We utilize Reading Teacher's Top Ten Tools as an additional means for providing Professional Development that is common to all K-3 teachers despite the program in which they complete the READ ACT training to ensure we have common practices and language across grade levels and schools.	\$2,000.00
69	Core Reading	Into Reading (2020) (Core Program)	Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	0600 Supplies		Purchase professional books for teachers on the science of reading instruction. Supplies for teaching such as Elkonin boxes, alphabet arcs, sight word cards fluency passages, sound walls, individual whiteboards, magnetic letters, sound sorts, etc.	\$2,112.49
1197	Core Reading	SIPPS (Intervention Program)	Instructional Program (0010-2000)	0640 Book and Periodicals		Carry Over Funds Add SIPPS materials to support SRD and Tier 2/3 students	\$2,822.70
Allocation:						\$61,929.19	
Budgeted Amount:						\$61,929.19	
Funds Remaining:						\$0.00	

Budget Summary

Budget Program Totals	
Instructional Program (0010-2000)	
Object Codes	Total
0100 Salaries	\$41,747.00
0200 Employee Benefits	\$13,247.00
0300 Purchased Professional & Technical Services	\$2,000.00
0640 Book and Periodicals	\$2,822.70
Budget Program Total:	\$59,816.70
Support Program (2100, 2200, 2600, 2700, 2800, 2900, and 3300)	
Object Codes	Total
0600 Supplies	\$2,112.49
Budget Program Total:	\$2,112.49

Allowable Activity Totals	
Activity	Total
Core Reading	\$4,935.19
Other Services	\$54,994.00
PD Programming	\$2,000.00

READ Budget Totals	
Allocation:	\$61,929.19
Budgeted Amount:	\$61,929.19
Funds Remaining:	\$0.00

Technical Assistance: Submit questions or requests for technical assistance to readactdata@cde.state.co.us
(<mailto:readactdata@cde.state.co.us>)

View more information and resources on the READ Act website. (<http://www.cde.state.co.us/coloradoliteracy/read-budget-submissions>)